THE IMPLEMENTATION OF SPEED READING TECHNIQUE TO IMPROVE COMPREHENSION ACHIEVEMENT

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Abstract

This study investigated that the implementation of speed reading technique can improve reading comprehension of the eleventh grade science major students of MAN 2 Model Palu. This research applied true-experimental design which has two groups, namely experimental group and control group. The number of the population was 97 students and it was selected by using cluster random sampling. As the result class XI IPA 2 was chosen as experimental class and XI IPA 3 as control class. The experimental class consists of 23 students and control class consists of 24 students. The instrument of data collection was test which was administered twice called pre-test and post-test. The result of data analysis showed that t-counted value (2.557) was higher than t-table (2.016) by applying 0.05 level of significance and the degree of freedom (df) 45. It means that the hypothesis of this research is accepted. In conclusion, the implementation of speed reading technique was effective to improve students' comprehension achievement.

Keywords: Speed Reading Technique; Improving; Comprehension Achievement.

INTRODUCTION

Reading is an activity to understand about passage or written texts. It is complex activity that needs comprehension and time to read effectively and efficiently. Reading is a meaning of seeking process. The readers try to analyze the symbols in the text and understand it. National Accessible Reading Assessment Projects or NARAP (2006:2) describes reading as:

> Reading is decoding and understanding written text. Decoding requires translating the symbols of writing system (including Braille) into the spoken words that they represents. Understanding is determined by the purposes for reading, the context, the nature of the text, the reader strategies and knowledge.

In simple definition, reading can be said as a process that need comprehension to understand the written texts by combining and identifying words become simple information or ideas in order to make the reader easier to obtain the meaning of the texts. However, reading is not passive process but an active process that is not only read and spell

the word in fast time, but also suggests the students to know the meaning from what they have read. Therefore, the comprehension is much needed as called as reading comprehension.

Reading comprehension is important element to develop children reading skill and their ability to obtain an education. However to comprehend text clearly, is not an easy matter. It is an active process which needs strategy to translate every symbol that included in the text. According to the National Reading Panel (2000-4):

> First, reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read. Second, comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text comprehension instruction.

Based on preliminary research at the eleventh grade science major students of MAN 2 Model Palu, when they were studying English, the researcher identified some problems. Firstly, most of them have lack of vocabulary. Secondly, the students read a long text slowly. Finally, students always complain of the time allocation which very limited to understand the text. Thus students did not have chance to analyze the question because they tend to read in a single word.

Related to the effective way in teaching reading comprehension, speed reading technique was one of the alternative ways that could be used to help the students read quickly. Feldman (2013:1) defines "Speed reading as a collection of reading techniques that will allow them to at least double their reading speed, on average, compared to their reading speed before they took my course. These techniques must also maintain or even improve their reading comprehension". From the statement, speed reading can be increased by following some steps. Spargo and Willingston (1980:10) describe the steps of speed reading:

1. Previewing main idea. Good readers preview the selection first. This helps to make them good and fast readers.
2. Read for meaning. Good readers see beyond the words, they read for meaning. This make them faster reader
3. Grasp paragraph sense. The paragraph is the basic unit of the meaning. Good readers know how to find the main ideas of paragraph quickly.
4. Organize facts. Understanding how the facts all fit together to deliver the author's message is, after all, the reason for reading. Good readers organize facts as they read

In order to achieve the following steps above, As Chung and Nation in Macalister (2010:105) recommend, "Speed reading course should be included in the very reading class.

While Nation and Macalister in Macalister (2010:106) suggest, “Reading fluency activities should involve a speed reading course within a controlled vocabulary.” Meanwhile the targets of reading speed for different purpose differ. Nation (2005:24) argues “Speed reading is affected by range of factors including the purpose of reading, and the difficulty of the text.” It shows that the readers will stuck on reading a paper because they find the difficulties of the text such as the vocabulary, grammatical construction, discourse, and background knowledge.

Considering the difficulties which are obtained by the readers’ especially second language learners, they should be able to read 250 words per minute (wpm). It is said by Nation (2005:24) “A reasonable goal for second language learners who are reading material that has contain no unknown vocabulary or grammar and that has easy content is around 250 wpm.”

Speed reading is one of techniques that can be used to improve reading habits of the students to read quickly. By applying this technique, the students can get many advantages. Klaser in Browning (2003:1) presents four positive points in learning read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantage is that readers are able to concentrate better which leads to greater comprehension. Thirdly, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension. Therefore, by using this technique, it can help the readers, not only save their time but also the reader can improve their comprehension and can get much knowledge.

Based on the statement above, the researcher formulated a research question as follows:

Can the implementation of speed reading technique improve eleventh grade science major students’ comprehension achievement at MAN 2 PALU? It is to find out the implementation of speed reading technique can improve comprehension achievement of the eleventh grade science major at MAN 2 PALU.

METHODOLOGY

In conducting this research, the researcher used true experimental research design. The researcher applied the study based on research design recommended from Suryabrata (1983:105) as follows:

Pre test	Treatment	Post test
T1	X	T2
T1		T2

Where:
EG = experimental group
CG = control group
T1 = pre-test
X = treatment
T2 = post-test

The population of this research was the eleventh grade students of MAN 2 Model Palu. It consisted of four parallel classes in natural science program and the total number of the population was 97 students. The sample of this research was chosen through cluster random sampling. Referring to the title of the research, there were two variables presented. A dependent variable is an attribute or characteristic that is dependent or influenced by the independent variable, while independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2005). Furthermore, the independent variable is the speed reading and the dependent variable is the comprehension achievement in the Eleventh Grade Science Major.

In conducting this research, the researcher administered test. Before conducting treatment, the researcher distributed pre-test to both experimental and control group. She had prepared the pre-test into two divisions. They were multiple choice and essay test. The explanation about scoring system was elaborated in the following table:

Table 1
The Scoring System

No	Kinds of test	Number of items	Score of each items	Total Score
1.	Multiple choice	10	1	10
2.	Essay	5	3	15
		Total		25

After giving pre-test to both experimental and control group, the researcher applied treatment. The students of experimental class learned how to read quickly and comprehend well trough speed reading. The treatment was conducted for eight times excluding pre-test and post-test. In order to assess the progress of the students' comprehension after the treatment, the researcher gave post-test at the last meeting. The aim of doing is to measure students' progress in reading comprehension and to know whether the treatment was effective or not. The post test consisted of the same test in the pre test.

The result of test was analyzed statistically. First the researcher computed the individual score of students by using the formula is proposed by Margono (1996: 208) as follows:

$$\boldsymbol{NP = \frac{R}{SM}\ x\ 100}$$

Where:
NP = student's individual score
R = raw score
SM = maximum Score
100 = constant number

After getting the test result, the researcher computed the mean score and mean deviation. The researcher used the formula quoted from Gay (1996:449):

$$\boldsymbol{\bar{X} = \frac{\Sigma x}{N}}$$

Where:
$\bar{X}$ = mean score
$\boldsymbol{\Sigma}$x = sum of score
N = total number of subjects

Then, the researcher computed the sum of squares from pre-test and post-test by using the following formula:

$$\boldsymbol{SS = \Sigma X^2 - \frac{(\Sigma X)^2}{N}}$$

Where:
SS = sum of squares
$\sum X^2$ = sum of square score
$(\sum X)^2$ = square of the sum
N = total of number subjects

Gay (1996:486)

After getting the result of sum of squares, furthermore, the researcher analyzed the data in order to know the significant difference or testing hypothesis by using t-counted formula which was quoted from Gay (1996:486) as follows:

$$\mathbf{t} = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Where:
$\overline{X1}$ = mean of experimental group
$\overline{X2}$ = mean of control group
SS_1 = sum of squares on of experimental group
SS_2 = sum of squares of control group
n_1 = number of experimental group
n_2 = number of control group

To measure the speed reading of the students, the researcher used the formula which was proposed by Holburt in Erwita (2008:36) as follows:

$$\text{Wpm} = \frac{Number\ of\ words}{Time\ in\ second} \text{ x } 60$$

FINDING

The researcher conducted pre-test for experimental and control class. The pre-test of both groups is shown below:

Table2
The pre-test score of experimental group and control group

No	Initials	Raw	Standard Score	No	Initials	Raw	Standard Score	Max Score
1	Meg	6	24	1	Ann	14	56	25
2	Alf	11	44	2	Avi	18	72	25
3	Fais	14	56	3	Rez	18	72	25
4	Agu	11	44	4	Wiw	17	68	25
5	Mudh	12	48	5	Rah	17	68	25
6	Ran	20	80	6	Raf	13	52	25
7	Dew	20	80	7	Nur	18	72	25
8	Desi	17	68	8	Diki	14	56	25
9	Rid	11	44	9	Dedi	16	64	25
10	Cah	18	72	10	Muh	18	72	25
11	Nur	17	68	11	Tri	17	68	25
12	Nov	13	52	12	Tria	13	52	25
13	Azi	14	56	13	Zam	18	72	25
14	Lia	15	60	14	Pidy	9	36	25
15	Isr	16	64	15	Sofi	17	68	25
16	Naf	19	76	16	Dwic	19	76	25
17	Far	15	60	17	Dwi	17	68	25
18	Sab	12	48	18	Dini	16	64	25
19	Abal	19	76	19	Sup	18	72	25
20	Hal	12	48	20	Ayu	17	68	25
21	Mift	9	36	21	Siti	16	64	25
22	Mah	17	68	22	Nurf	14	56	25
23	Sri	18	72	23	Pras	18	72	25
				24	Abd	19	76	25
Total		**336**	**1344**		**Total**	**391**	**1564**	

After computing the students' score, the researcher accumulated the mean score of the experimental and control group in pre-test by using formula:

$$\bar{X}_1 = \frac{\Sigma x}{N} \qquad \bar{X}_2 = \frac{\Sigma x}{N}$$

$$= \frac{1344}{23} \qquad = \frac{1564}{24}$$

$$= \mathbf{58.43} \qquad = \mathbf{65.17}$$

After conducting treatment to the experimental class, the researcher conducted post-test to both class. The researcher presented and analyzed the post-test result of both groups that can be seen in the following tables:

Table 3
The post-test score of experimental group and control group

No	Initials	Raw	Post-Test	No	Initials	Raw	Post-Test
1	Meg	14	56	1	Ann	13	52
2	Alf	13	52	2	Avi	18	72
3	Fais	18	72	3	Rez	15	60
4	Agu	19	76	4	Wiw	18	72
5	Mudh	19	76	5	Rah	16	64
6	Ran	10	40	6	Raf	17	68
7	Dew	21	84	7	Nur	17	68
8	Desi	20	80	8	Diki	16	64
9	Rid	20	80	9	Dedi	13	52
10	Cah	19	76	10	Muh	18	72
11	Nur	17	68	11	Tri	19	76
12	Nov	20	80	12	Tria	15	60
13	Azi	18	72	13	Zam	19	76
14	Lia	20	80	14	Pidy	15	60
15	Isr	18	72	15	Sofi	18	72
16	Naf	21	84	16	Dwic	17	68
17	Far	20	80	17	Dwi	17	68
18	Sab	13	52	18	Dini	18	72
19	Abal	18	72	19	Sup	20	80
20	Hal	16	64	20	Ayu	18	72
21	Mift	10	40	21	Siti	18	72
22	Mah	18	72	22	Nurf	17	68
23	Sri	20	80	23	Pras	16	64
				24	Abd	16	64
Total		**402**	**1608**	**Total**		**404**	**1616**

The researcher computed the students' mean score of the experimental and control group in post-test by using formula:

$$\bar{X}_1 = \frac{\Sigma x}{N} \qquad \bar{X} = \frac{\Sigma x}{N}$$

$$= \frac{1608}{23} = \mathbf{69.91} \qquad = \frac{1616}{24} = \mathbf{67.33}$$

After computing the mean score of both groups, the researcher measured the deviation of experimental and control group. The result can be seen in the following table:

Table 4
The deviation of post-test and pre-test score of experimental class

No	Initials	Students' Score		Deviation	X^2
		Pre-Test	Post-Test	(X_2-X_1)	
1	Meg	24	56	32	1024
2	Alf	44	52	8	64
3	Fais	56	72	16	256
4	Agu	44	76	32	1024
5	Mudh	48	76	28	784
6	Ran	80	40	-40	1600
7	Dew	80	84	4	16
8	Desi	68	80	12	144
9	Rid	44	80	36	1296
10	Cah	72	76	4	16
11	Nur	68	68	0	0
12	Nov	52	80	28	784
13	Azi	56	72	16	256
14	Lia	60	80	20	400
15	Isr	64	72	8	64
16	Naf	76	84	8	64
17	Far	60	80	20	400
18	Sab	48	52	4	16
19	Abal	76	72	-4	16
20	Hal	48	64	16	256
21	Mift	36	40	4	16
22	Mah	68	72	4	16
23	Sri	72	80	8	64
Total		**$\sum x_1$ = 1344**	**$\sum x_2$ = 1608**	**$\sum d$ = 264**	**$\sum x_2$= 8576**

The computation of the mean is shown below

$$\bar{X} = \frac{\Sigma x}{N}$$

$$= \frac{264}{23}$$

$$= \mathbf{11.48}$$

After getting the mean deviation, the researcher computed the sum of square deviation from pre-test and post-test as shown below

$$SS_1 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$= 8576 - \frac{264^2}{23}$

$= 8576 - \frac{69696}{23}$

$= 8576 - 3030.26$

$=$ **5545.74**

Table 5
The deviation of post-test and pre-test of control group

No	Initials	Students' Score		deviation (X_2-X_1)	X^2
		Pre-Test	Post-Test		
1	Ann	56	52	-4	16
2	Avi	72	72	0	0
3	Rez	72	60	-12	144
4	Wiw	68	72	4	16
5	Rah	68	64	-4	16
6	Raf	52	68	16	256
7	Nur	72	68	-4	16
8	Diki	56	64	8	64
9	Dedi	64	52	-12	144
10	Muh	72	72	0	0
11	Tri	68	76	8	64
12	Tria	52	60	8	64
13	Zam	72	76	4	16
14	Pidy	36	60	24	576
15	Sofi	68	72	4	16
16	Dwi	76	68	-8	64
17	Dwi	68	68	0	0
18	Dini	64	72	8	64
19	Sup	72	80	8	64
20	Ayu	68	72	4	16
21	Siti	64	72	8	64
22	Nurf	56	68	12	144
23	Pras	72	64	-8	64
24	Abd	76	64	-12	144
Total		**$\sum x_1 = 1564$**	**$\sum x_2 = 1616$**	**$\sum d = 52$**	**$\sum x^2 = 2032$**

The computation of the mean is shown below

$$\bar{X} = \frac{\Sigma x}{N}$$

$$= \frac{52}{24} = \mathbf{2.17}$$

After getting the mean deviation, the researcher computed the sum of square deviation from pre-test and post-test as shown below

$$SS_2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$= 2032 - \frac{(52)^2}{24}$

$= 2032 - \frac{2704}{24}$

$= 2032 - 112.66$

$= \mathbf{1919.34}$

To see whether there was significant difference between the means of the two groups in the post-test; the researcher compared them by using statistical formula as follows;

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$$t = \frac{11.48 - 2.17}{\sqrt{\left[\frac{5545.74 + 1919.34}{23 + 24 - 2}\right]\left[\frac{1}{23} + \frac{1}{24}\right]}}$$

$$t = \frac{9.31}{\sqrt{\left[\frac{7465.08}{45}\right]\left[\frac{24 + 23}{552}\right]}}$$

$$t = \frac{9.31}{\sqrt{165.89 \times \left[\frac{47}{552}\right]}}$$

$$t = \frac{9.31}{\sqrt{165.89 \times 0.08}}$$

$$t = \frac{9.31}{\sqrt{13.27}} = \frac{9.31}{3.64} = \mathbf{2.557}$$

To test the difference between t-counted and t-table, the researcher applied 0.05 level of significance for two-tailed test with 45 degree of freedom (df) 23 + 24 – 2 = 45. Because there is no (df) 45 in the table, the researcher computed by using interpolation in order to find out the value of t-table as follows:

$\frac{a}{b} xc$

a = 45 – 40 = 5
b = 60 – 40 = 20
c = 40 ---------- 2.021
= 60 ---------- 2.00
= 2.021 – 2.00
= 0.02

$\frac{a}{b} xc$

$\frac{5}{20} x0.02 = 0.005$

Df (45) = 2.021 – 0.005

= 2.016

By using df 45 and level of significance, therefore the value of t-table was 2.016. The researcher found that t-counted value (2.557) was higher than t-table value (2.016). It means that the implementation of speed reading technique can effectively improve comprehension achievement of the students.

After finding the result of the hypotheses, the researcher computed the students speed reading by using the formula below:

$$\text{Wpm} = \frac{Number\ of\ words}{Time\ in\ second} \text{ x } 60$$

The result can be seen in the following table below

Table 6
Progress Chart for Reading Rate

No	Initials	1	2	3	4	5	6	7	8	9	total	ave
1	Meg	144	202	201	187	256	226	177	211	269	1873	234,13
2	Alf	144	202	160	213	197	192	189	181	220	1698	212,25
3	Fais	153	220	201	0	214	208	0	195	202	1393	174,13
4	Agu	174	243	201	230	214	208	218	195	202	1885	235,63
5	Mudh	163	220	185	230	214	208	218	211	220	1869	233,63
6	Ran	174	202	141	200	233	226	189	169	242	1776	222
7	Dew	244	303	301	250	321	312	236	317	303	2587	323,38
8	Desi	188	173	172	187	183	178	189	181	186	1637	204,63
9	Rid	163	243	201	230	214	208	218	211	220	1908	238,5
10	Cah	163	243	172	187	214	208	177	181	220	1765	220,63
11	Nur	204	243	219	213	285	277	202	230	303	2176	272
12	Nov	174	202	172	199	183	178	189	181	202	1680	210
13	Azi	244	211	241	213	214	208	202	211	242	1986	248,25
14	Lia	153	202	172	200	233	226	189	230	202	1807	225,88
15	Isr	272	0	219	272	256	277	236	230	242	2004	250,5
16	Naf	188	220	201	250	285	277	236	211	242	2110	263,75
17	Far	174	243	201	250	285	277	236	211	220	2097	262,13
18	Sab	220	202	219	199	233	226	189	253	269	2010	251,25
19	Abal	349	243	150	187	214	208	177	230	303	2061	257,63
20	Hal	272	347	301	332	366	356	258	282	303	2817	352,13
21	Mift	136	220	150	187	214	208	177	158	173	1623	202,88
22	Mah	244	303	241	213	256	277	189	253	346	2322	290,25
23	Sri	188	229	219	213	256	226	202	181	220	1934	241,75
Total		408	405	402	499	428	416	473	423	405	45018	5627,3

Words Per Minute

DISCCUSSION

Related to the result of students' pre-test, the percentage of students who got fail was 74% and students who passed the test was 26% in experimental group, whilst in control group 37% who did well and 63% students was categorized unsuccessful. Regarding to the result of pre-test score in experimental group, the researcher assumed that the students had some difficulties in doing the test. Firstly, they read the text very slowly. It took

approximately 5-10 minutes to read one passage, except answering the question. It happened because they read the text word by word and tried to find every meaning of the word. Secondly, they got difficulties in finding main idea of the text and the last the eyes always stopped when getting the difficult word. Therefore, the only solution just consulted on dictionary. Finally, the students read the text orally or use vocalization.

To solve the problem the researcher applied speed reading technique by doing following steps: First, the students are taught to use skimming, scanning, previewing, predicting and trying to find main idea of the text. Then, they are introduced about speed reading technique in order to make them accustomed to read in a speed rate and the steps to be speed reader. This technique showed that the comprehension would be better if the reader read in speed.

The statement above was supported by Elley and Mangubhai in Quinn et al (2007:5) state "Reading quickly can help your understanding of a text because if you read slowly you will have forgotten what was said at the top of a page by the time you get to the bottom. Thus, the faster you read the more effective and enjoyable it will be. In addition, researcher suggests that an improvement in reading leads to benefits across other skills."

After conducting treatment to the experimental group, the researcher gave post-test to both groups. The researcher found that several students have improvement in using speed reading and there are students' who have no improvement or the progress still similar before and after obtaining treatment in experimental class. The percentage of students who surpassed in experimental class was 70% and 42% students in control group passed the test.

By seeing at the result percentage from pre-test and post-test of both groups, the researcher found that by applying speed reading technique in teaching reading, the students can improve reading comprehension as well and the level of reading comprehension which can be achieved is literal comprehension. In addition to, the students' speed reading increased. Some students have ability to read in speed rate which can read around 200-250 words per minute in experimental class. Fry in Bell (2001:1) claimed that readers can be divided into three parts. Good readers achieve a speed 350 wpm, while fair readers 250 wpm and the slow readers reach 150 wpm. By observing the result of wpm data, the students can be categorized as fair readers and good readers.

Finally, based on the research findings, the researcher believed that the implementation of speed reading technique has given big contribution to the improvement of students' comprehension achievement especially in reading skill.

CONCLUSION AND SUGGESTION

Having discussed and analyzed the data, researcher draws the conclusion as finding of the research. The researcher found that the implementation of speed reading technique can give influence to the students in teaching reading. This technique also can build the students' reading habit to read in speed rate (reading in group of word). As the result, the students are able to save their time and increase reading rates to become more rapid and fluent readers along with improvement of comprehension.

Considering to the importance of reading skill in learning English, the researcher would like to give some suggestions for those who are involving in English teaching and learning process. Firstly, during the teaching reading skill in classroom, the teacher should apply speed reading technique to inure the students to read in speed rate and train them to answer the question quickly. Secondly, teachers also can add more activities in increasing reading rates such as using repeated reading, self-paced reading and rate-build up reading. Those techniques are very helpful to change students' habits who read slowly. Finally, teacher should be creative in choosing appropriate technique, method or strategy in teaching reading, in order to make the students more enjoyable in reading.

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